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Title: America is from Mars, Europe is from Venus: How the United States Can Learn from Europe's Social Work Response to School Shootings.  
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Source: School-Social-Work-Journal. 30(1): 1-24, Fall 2005  
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Abstract: American responses to recent school shootings have focused on security and punishment, but European nations have called for hiring more school social workers and improving student-teacher relationships. Using George Lakoff's strict father versus nurturant mother/parent model, this paper argues that the conservative, punishment-and security-based U.S approach stems from values associated with masculinity, whereas the social-value European responses are "feminine" approaches. Causes and policy responses are charted in a media analysis of recent U.S. and European shootings, showing striking patterns. Distinct causes across the Atlantic speak to different societal standards and expectations for students. Recommendations are made for new school social work initiatives in U.S. schools based on European models.

Key Words: school shootings; security; social work; violence prevention

Title: Using a Needs Assessment to Develop Plans for Marco-Level Parent Involvement in Schools.  
Author: Randolph, Karen A: Ackerman, Georgia  
Address: Florida State University School of Social Work, University Center C, Tallahassee, Fl 32306-2570.  
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Abstract: Public Law 107-110, the No Child Left Behind Act of 2001 (NCLB), is the most recent in a number of policy initiatives to improve the nation's educational system. A major focus of this legislation is to increase parent involvement in schools, with an emphasis on expanding their roles in macro-level oversight and governance. In preparation for involving parents in safety planning at one suburban elementary school, we conducted a needs assessment to determine similarities and differences between family members and school staff with regard to their perceptions of school and neighborhood factors affecting child safety. This paper describes the results of the needs assessment and how we used these results to develop strategies for engaging parents in the development of a school safety plan.

Key Words: macro-level parent involvement; needs assessment; No Child Left Behind; school safety

Title: Stop and Think: An Impulse Control Program in a School Setting.  
Author: Caselman, Tonia D.  
Address: Department of Social Work, University of Oklahoma-Tulsa, 4502 E. 41 St., Tulsa, OK 74135.  
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Abstract: The problems associated with impulsivity are easily recognized as some of the most serious challenges facing schools today. Impulsivity is not only a barrier for learning; it has been associated with poor social and emotional adjustment and with school violence. This paper discusses the concept of impulsivity and research. An intervention model for kindergarten through fourth-grade school social workers is presented based on empirical findings of effective interventions. Issues of assessment are addressed and specific techniques are described.

Key Words: impulse control; impulsivity; schools; school social workers

Title: Legal Aspects of Hyperactivity Medication in the Schools: What School Social Workers Need to know.  
Author: Mason, Susan E.; Pollack, Daniel  
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Abstract: School social workers often work with children who have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). While laws pertaining to treating this disorder vary from state to state, there are basic legal principles and case law that apply to school social work practice. This article outlines key legal issues that school social workers may encounter when working with children and families and provides practice suggestions.

Key Words: Attention Deficit Disorder; Attention-Deficit Hyperactivity disorder; ADHD; legal issues; methylphenidates; Ritalin; school social work;

Title: Educational Placement of Children with Cochlear Implants  
Author: Waller, Raymond J.; Conley Michael  
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Abstract: Children with cochlear implants who graduated from the Auditory-Verbal Center of Atlanta, GA, were surveyed. The survey determined the educational placement of these graduates. The results indicate most of the graduates were integrated into the regular education setting. Early intervention that leads to language development appears to reduce the impact of hearing impairment on student placement into mainstream academic settings. School social workers, functioning as interdisciplinary team members for students with disabilities, have a unique opportunity to provide education, advocacy, and placement input for children with hearing impairments into the most appropriate, least restrictive educational environment.

Key Words: cochlear implant; educational placement; hearing impairments; hearing and schools